DOCUMENT RESUME

ED 133 528 08 CE 009 530

TITLE Career Guidance Techniques for Classroom Teachers. Community Resources. Individualized Learning Systems for: Career/Vocational Education Staff Development.

INSTITUTION Oregon State Dept. of Education, Salem.

SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

REPORT NO CG-0004-CR

PUB DATE 76

NOTE 29p.; For related documents see CE 009 526-533

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS Affective Behavior; *Career Education; Classroom Techniques; *Community Resources; Individualized Instruction; *Information Seeking; Instructional Materials; *Learning Activities; Learning Modules; Occupational Information; Secondary Education; Skill Development; Teacher Education; Teaching Procedures; *Teaching Skills; Teaching Techniques; *Vocational Development

ABSTRACT

Career guidance techniques in this package focus on the competency area of community resources. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to identify and use community resources which will assist them in their career development. The 15 sample activities presented are titled: "Community Resource File," "Area Field Trip Investigation," "Community Resource Game," "Article Review," "History of a Business," "Career Investigation Week," "Occupational Information Interview," "Resource Speakers," "Visits to Job Sites," "An AV Presentation," "Practice Interviewing," "School Resource File," "Yellow Pages," and "Survey of the Community." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED133528

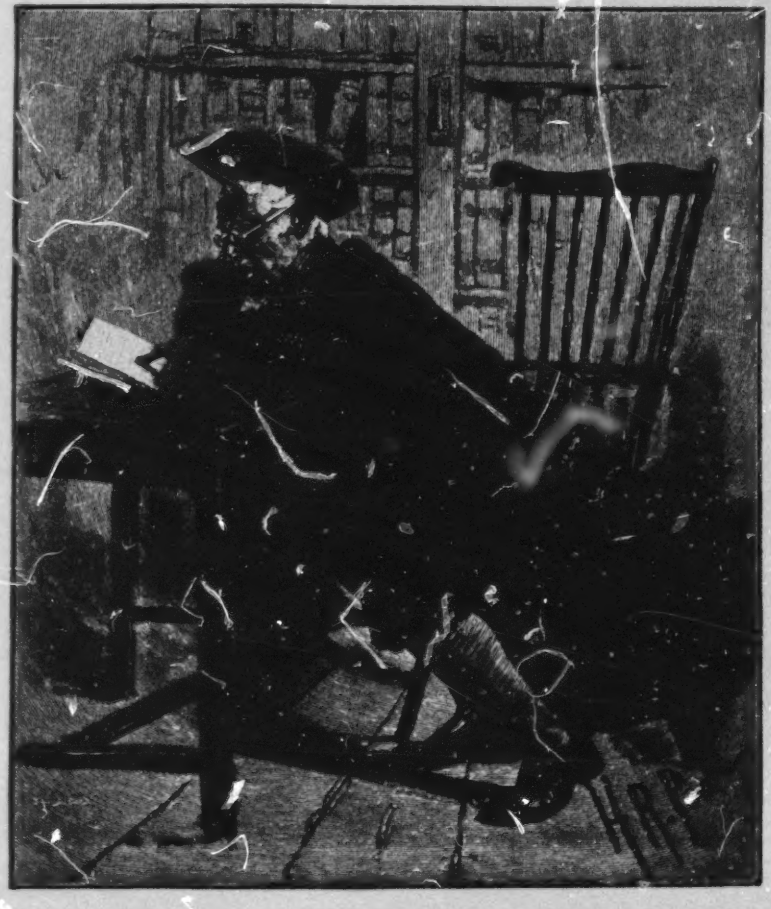
COMMUNITY RESOURCES

Teacher Competency:
Identify and use community resources which will assist the learners in their career development.

iLS
INDIVIDUALIZED LEARNING SYSTEMS

for: Career/Vocational Education
Staff Development

CAREER GUIDANCE TECHNIQUES FOR CLASSROOM TEACHERS



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

COMMUNITY RESOURCES

CE 009 530

EIGHT BASIC CAREER GUIDANCE COMPETENCIES FOR TEACHERS

- Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.
- Enable learners to aquire and apply decision-making skills.
- Enable learners to discover the interactions among life roles, personal life-styles, and occupational choices.
- Identify and use school and community resources which will assist the learners in their career development.
- Enable learners to identify and understand the differences in working relationships associated with various occupations.
- Provide the learner with occupational information.
- Work with the learner to involve parents in the learner's career development.
- Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

TASK FORCE FOR COMPETENCY IDENTIFICATION

Marv Harmon - Chairperson
Oregon Department of Education

Wandy Cooksey - Alaska
Department of Education

Dean Otteson - Alaska
Kodiak Borough Sch. Dist.

Harold Garbett - Idaho
Idaho State University

Marion Shinn - Idaho
Lewis-Clark State College

Bob McIlroy - Oregon
Lewis and Clark College

Jan Welle - Oregon
Hillsboro Union HS District

Gerald Johnson - Washington
Project Future,
Bremerton School District

Larry Karlson - Washington
Spokane Falls Comm. College

INSTRUCTIONAL PACKAGE WRITERS

Coordinator - Marv Harmon

1974-75

Harry Baeckel - Oregon
Parkrose High School

Caryn Haman - Oregon
Parkrose High School

1975-76

Betty Dougherty - Alaska
Alaska Methodist University

Kay Kiefert - Washington
Education Service Dist. 113

Ozzie Kjos - Idaho
University of Idaho

Bob Kull - Oregon
Mt. Hood Community College

George Washburn - Idaho
Boise City Independent Sch. Dist.

Leon Young - Oregon
Umpqua Community College

REGION X

**BOB WORKMAN,
REGION X OFFICER**

Jim Bisma
EPDA Coordinator

Donald Gilles
EPDA Coordinator

Janet Lathem
EPDA Coordinator

Archie Breslin
EPDA Coordinator

A cooperative Region X four-state project pursuant to a grant under the Education Professions Development Act, Part F, Section 553. Conducted through the Oregon Department of Education, Donald Gilles, project director.

CAREER GUIDANCE TECHNIQUES
FOR
CLASSROOM TEACHERS

- VALUING
- DECISION-MAKING
- LIFE-STYLE
- COMMUNITY RESOURCES
- WORKING RELATIONSHIPS
- OCCUPATIONAL INFORMATION
- PARENTAL INVOLVEMENT
- TESTS

This package of career guidance techniques focuses on one of eight basic career guidance competencies that were identified and validated as needed by teachers as they assist in the career development of their students. A total of eight packages are available--one in each of the above eight competency areas.

The sample activities presented here and those which you will add will enable students to obtain a better understanding of themselves, gather information which will help them determine more clearly where they might go with their life and improve their career decision-making skills. In short, each competency provides additional dimensions to the students' every-changing, every-growing career development.

You, the teacher, are the key to this dynamic process. Through your expert help, knowledge and skill--through guidance in your classroom--students can:

- come to know themselves and their capabilities
- gain control and improve their confidence
- improve their career decision-making
- gain a perspective of things learned and done and things to learn and do
- determine the resources they need to achieve multiple goals

The additions you make to the system, blended with the basics provided in these competencies, will provide for needed student growth.

INTRODUCTION

TEACHER COMPETENCY: Identify and use community resources which will assist the learners in their career development.

These activities are designed to make students aware of school and community resources as a source of occupational information. All too often we assume that students are familiar with occupational opportunities within the community simply because they live there, but surveys show that students have very little knowledge of local jobs even after they leave school.

In many secondary schools there is no program to inform students. In some, a career day is planned with varying degrees of success. In others, a variety of programs and resources are available to students for career planning. These activities should help.

TABLE OF CONTENTS

COMMUNITY RESOURCES

Activity 1 COMMUNITY RESOURCE FILE.
Students develop a file of potential resources.

Activity 2 AREA FIELD TRIP INVESTIGATION.

Activity 3 COMMUNITY RESOURCE GAME.
Learning about occupations within the community.

Activity 4 ARTICLE REVIEW.
What makes employment satisfying.

Activity 5 HISTORY OF A BUSINESS.
Why it located in the community.

Activity 6 CAREER INVESTIATION WEEK.
Local occupations and their requirements.

Activity 7 OCCUPATIONAL INFORMATION INTERVIEW.
Interviewing workers for occupational information.

Activity 8 RESOURCE SPEAKERS.
They discuss their careers.

Activity 9 VISITS TO JOB SITES.
Students spend a day on the job.

Activity 10 AN AV PRESENTATION.
Students presentation of local occupations.

Activity 11 PRACTICE INTERVIEWING.
Learning the characteristics of an occupation.

Activity 13 SCHOOL RESOURCE FILE.
Filing the skills, knowledge and interest of school personnel.

Activity 14 YELLOW PAGES.
Learning about local occupations.

Activity 15 SURVEY OF THE COMMUNITY.
Direct contact for occupational information.

DESCRIPTIVE ACTIVITY TITLE: Community Resource File

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class - School

TIME REQUIRED: Undetermined

GOALS: Develop a file of potential resources in the community.
Enable staff and students to become aware of resource potential in community.
Involve members of community with the school.

MATERIALS REQUIRED

PHYSICAL SETTING

Varies

PROCESS:

1. Brainstorm with the class and list community resources where students can find jobs or information about future careers.
2. Have class members develop a resource form listing the types of information they feel is pertinent. The depth and extent of the file would depend upon the school or class commitment. For an extensive file, many sources could be used--service clubs, yellow pages, faculty, parents, etc.
3. Those resource persons selected should be contacted and an appointment set up to determine the kind and extent of the resources available.
4. File the resource forms. Update and enlarge as needed.

DESCRIPTIVE ACTIVITY TITLE: Field Trip Investigation

GOALS: Students go on the scene to learn about occupational areas of the community.

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1-5 periods

MATERIALS REQUIRED

PHYSICAL SETTING

Class

Community

PROCESS:

1. Divide class into committees of 2-4 students. Each committee chooses a block square area of the business community to investigate during a field trip or after school hours.
2. Investigate the jobs represented in each business in their block.
3. Students classify the jobs into the United States Office of Education clusters as follows:

Business and Office	Transportation
Consumer and Homemaking Related	Health
Communications and Media	Public Service
Fine Arts and Humanities	Agribusiness and Natural Resources
Hospitality and Recreation	Marine Science
Environmental Control	Construction
Personal Service	Marketing and Distribution
Manufacturing	

4. Committees report to the class on their findings.
5. The class might develop a map of their areas, pinpointing various businesses and agencies and the jobs represented.

GRADE LEVEL: X JH
X HS
PHS

ADAPTABLE TO:
FA Sci.
LA SS
M V
PE

GROUP SIZE: Class

TIME REQUIRED: 1 period

DESCRIPTIVE ACTIVITY TITLE: Community Resource Games

GOALS: To learn the variety of occupations and businesses within the community.

MATERIALS REQUIRED

PHYSICAL SETTING

Class

PROCESS:

1. Divide into teams of five. Give each team a list of the United States Office of Education clusters:

Business and Office	Transportation
Consumer and Homemaking Related	Health
Communications and Media	Public Service
Fine Arts and Humanities	Agribusiness and Natural Resources
Environmental Control	Construction
Personal Service	Marketing and Distribution
Manufacturing	

2. Discuss the clusters and have students give examples of jobs in each cluster.

3. Each team lists jobs found in the community, the business where the job is found and the cluster represented. No job may be listed more than once, although it can be found in more than one business.

4. For each job listed (with business and cluster) the team receives one point. For each one of the 15 clusters listed, the team receives a bonus of 5 points.

Example of scoring:

a.	teller _____	business office_____	1st National Bank
b.	driver _____	transportation _____	Greyhound
c.	cook _____	hospitality & rec.__	The Bean Pot
d.	accountant__	business & office___	1st National Bank
e.	pilot _____	transportation _____	United Airlines

one point for each job _____ 5
five points for each cluster_____15 (2 are mentioned twice)
total 20 points

5. Limit the time to 20-30 minutes. Each team will explain its list to the rest of the class and must be prepared to defend it.

COMMUNITY RESOURCES
Activity # 4
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Article Review

GOALS: To understand the aspects of work that leads to satisfying employment.

GRADE LEVEL: ___ JH
X HS
X PHS

ADAPTABLE TO:
___ FA ___ Sci.
___ LA ___ SS
___ M ___ V
___ PE

GROUP SIZE: Class

TIME REQUIRED: 1-3 periods

MATERIALS REQUIRED

"Working," by Studs Turkel

PHYSICAL SETTING

Class

PROCESS:

1. Give each student a copy of the book Working by Studs Turkel. Ask the students to choose a job from the book that is represented in the community. (If copies are limited, have a paperback you can divide and distribute.
2. Students read the article and report to the class the following:
   a. how the person sees his/her job;
   b. reasons for his/her conclusions;
   c. how the person ended up in that job;
   d. would the student be interested in the job based on what was related;
   e. does the description appear to fit the job situation in your community?
3. Students will locate and interview a person in the community who has a similar job to the one they reported on. Compare the article with the opinions of the interviewee and report back to the class.

COMMUNITY RESOURCES
Activity # 5
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: History of a Business

GRADE LEVEL: ___JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GOALS: To understand why a business located in the community and the types of jobs involved.

GROUP SIZE: Class

TIME REQUIRED: 2-5 periods

MATERIALS REQUIRED

PHYSICAL SETTING

Classroom

Community

PROCESS:

1. Students each choose a business in the community (no duplications) and contact the business for information on its history including:
   - the way it was begun
   - changes through the years
   - types of employees and changes
   - product or service changes
   - prospects for the future.
2. Students chart this history with pertinent information and pictures (from the company or periodicals).
3. Report to the class on the findings. To insure a broad coverage, the teacher might allow only so many investigations from each United States Office of Education cluster area.

Business and Office
Consumer and Homemaking Related
Communications and Media
Fine Arts and Humanities
Hospitality and Recreation
Environmental Control
Personal Service
Manufacturing
Transportation
Health
Public Service
Agribusiness and Natural Resources
Marine Science
Construction
Marketing and Distribution

COMMUNITY RESOURCES
Activity # 6
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Career Investigation Week

GRADE LEVEL: ___JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GOALS: Become familiar with occupational areas in the community and the requirement for such positions.

GROUP SIZE: Class

TIME REQUIRED: 5 periods

MATERIALS REQUIRED

PHYSICAL SETTING

Classrooms

Auditorium

PROCESS:

1. Within one department of the school (i.e., English, Social Science) and one grade level, develop a "Career Investigation Week" for the students. They will participate during that period each day for the five days.

   The department asks businesses and agencies to send a representative to give hour-long presentations for the full day. Some may only be able to participate for 1/2 day, but you can get another to fill in the other half. The main idea is to have a great variety represented. It is suggested that you have at least five such businesses and agencies each day.

   Prepare the students by discussing the purposes of the week and what to look for and question. Of the 25 or more occupational areas represented, the students will attend only 5; therefore, they should be somewhat selective and have definite reasons for their choices.

   If some students indicate there is no area being presented on a particular day that interests them, have career-related movies set up for such situations each hour.

2. Follow-up should include a class discussion of the benefits of hearing from the business and information that was conveyed.

DESCRIPTIVE ACTIVITY TITLE: Occupational Information Interviews

GOALS: Students will interview individuals in their community to gain occupational information.

GRADE LEVEL: X JH, X HS, X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 2-3 class periods

MATERIALS REQUIRED

Interview questionnaire

PHYSICAL SETTING

PROCESS:

1. Familiarize students with occupational cluster groupings (See Activity #3). (Can use Dictionary of Occupational Titles, Occupational Outlook Handbook, and other available resources.) Hand out Interview Questionnaire.
2. Have students select three occupations each from different clusters, then interview a person in each.
3. Interim reports can be presented to class by:
   a) posting on wall
   b) small group discussion
   c) organ presentation to entire class.

Note: Teacher may revise questionnaire as desired.

Occupational Information Interview

1. What is your present occupation?

2. Why did you decide to choose this occupation?

3. Is your occupation what you expected it to be when you took it? Explain.

4. List what you feel are some of the benefits and disadvantages of this occupation.

5. How does your occupation influence the following areas:

   A. Where you live

   B. Your family

   C. Your recreation

   D. Your future

DESCRIPTIVE ACTIVITY TITLE: In-Class Resource Speakers

GRADE LEVEL: X JH, X HS, X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1 period

GOALS: Resource speakers will present information and answer student questions on their particular job or total career

MATERIALS REQUIRED

Letter to Resource Speaker

Any AV or other materials needed by speaker

Form for student to fill in concerning occupation of speaker.

PHYSICAL SETTING

PROCESS:

1. Identify speaker. Send letter of invitation (sample attached).
2. After speaker's presentation, speaker may let student guess his reasons for choosing this occupation and how the job relates to the person's entire life patterns.
3. Following day discuss speaker.
4. Send thank you note to speaker.

LETTER TO RESOURCE SPEAKER

Thank you very much for your willingness to participate in our program. Without your cooperation, this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices, but rather to help elementary students realize that everyone works, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist (there are many things to be besides cowboys, firemen, nurses, and teachers) and make their present schooling more relevant to their future.

Your company or business may have some materials they would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are the kinds of things we would like to hear about:

--What is your title or description?
--Briefly describe what you do.
--What aptitudes or skills are important for your job?
--Do you have to deal with the public? If so, would you care to comment on this?
--If you are separated from people most of the time, working with things, how do you feel about that? Do you prefer not having to deal with the public or fellow workers?
--What do you consider the best points of your job? The worst?
--Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend it as one of the alternatives students should consider?
--You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
--What is the outlook? Will this type of employment exist when these students enter the world of work?
--What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
--What training is required? (High school? Trade school? College? Apprenticeship? Graduate degrees?)
--Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)
--How does this type of career relate to what these students do now in school?
--General information on working conditions, bosses, employees, etc.

We would like for you to meet with _____ class at _____ on _____.

Generally these presentations are from one-half to one hour in length. If you wish to change to another date or time, or just have questions, call the Career Awareness Office at 342-4543, Ext. 219. We are mostly contacting parents of our students and those people who have signed up with Boise School Volunteers.

GRADE LEVEL: X JH
X HS
PHS

ADAPTABLE TO:
FA Sci.
LA SS
M V
PE

GROUP SIZE: Class

TIME REQUIRED: One day per visit.

DESCRIPTIVE ACTIVITY TITLE: Visits to Job Sites

GOALS: Students will visit a job site of their own choosing for an entire day, at least once during the semester.

MATERIALS REQUIRED:

Permission letter to business person

Questionnaire to be filled in by student

PHYSICAL SETTING

PROCESS:

1. Class discuss areas in community they may be interested in visiting; where to find available visitation options (i.e., parents, neighbors, yellow pages, newspapers, others).
2. Hand out "permission letters to businessperson" stating the date the school has released the student for this project and explaining the project.
3. Discuss "approach" to use when asking these businesspeople for permission to accompany them on the visitation day.
4. Discuss clothing, manners, etc.
5. Hand out questionnaires due at next class meeting.
6. Students report.

SPEAKER AND INTERVIEW QUESTIONNAIRE

Name _____ Date _____

Person Visited: _____

Place Visited: _____

Name of Job: _____

Duties of Job: _____

_____

Education and Training Required: _____

Specific Skills Necessary: _____

_____

Does this job mostly work with people, or data, or things: _____

Salary range of this occupation: _____

Are there any entry requirements for this job such as union or other organization memberships? _____

What are extra benefits or rewards in this occupation? _____

_____

What leiture time activities do you enjoy: a) related to job _____

b) not related to job _____

What other experience have you had related to this occupation: _____

What other jobs might you be able to do with the training or experience you now have?

_____

_____

_____

COMMUNITY RESOURCES
Activity # 10
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Student-Prepared AV Presentations

GRADE LEVEL: ___ JH
X HS
X PS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GOALS: To learn about local occupations by preparing an AV presentation.

GROUP SIZE: Class

TIME REQUIRED: Undetermined

MATERIALS REQUIRED

Cameras, film, cassettes, recorders

Plans

PHYSICAL SETTING

On-the-job

PROCESS:

1. Class discuss what occupations are locally available.
2. Students team according to their interests and knowledge and choose one of the occupations listed.
3. Teams decide who their contact or source of information will be; how to contact.
4. Personal visit by team members to person or business selected; get permission to interview, record, photograph.
5. Students develop questions to ask, who asks them, film, record.
6. Gather materials.
7. Interview.
8. Presentation of all prepared programs to class (classes).
9. Store for future use, possibly in your Career Information Center area.

COMMUNITY RESOURCES
Activity # 11
Page 1 of 5

DESCRIPTIVE ACTIVITY TITLE: Interviewing

GOALS: Students will develop an understanding of similarities and differences among jobs as well as availability of occupational areas within the community.

GRADE LEVEL: X JH, X HS, X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1-3 periods

MATERIALS REQUIRED

Career Analysis Form

PHYSICAL SETTING

Classroom

PROCESS:

1. Distribute a copy of the "Career Analysis Form" to each student. Review the form with the class.
2. Each student will use the form to interview one person: parent, neighbor, friend or contact an employee.
3. Students report to class.

Career Analysis Form

Name of Student _____ Grade _____ Date _____

Name of Career Being Analyzed: _____

1. General description of duties and responsibilities involved on this job:

_____

_____

2. Specific qualifications required:

A. Sex: Predominantly Female _____ Male _____

B. Age limits, if any? _____

C. General physical requirements:

Height _____ Hearing _____

Weight _____ Other _____

Vision _____

D. Physical activities involved most of the working time:

Standing _____	Balancing _____	Carrying _____
Sitting _____	Bending over _____	Pushing _____
Walking _____	Kneeling _____	Pulling _____
Climbing _____	Crouching _____	Feeling _____
Lifting _____	Crawling _____	Finger dexterity
	Kicking _____	_____

E. Mental factors:

Requires that frequent decisions be made _____
Requires careful following of precise instructions _____
Work under continual pressure from people _____ by a machine _____ by a schedule _____
Requires ability to work when surrounded by noise and activity _____
Requires long periods of mental concentration _____
Requires ability to perform monotonous routine jobs for long periods of time _____
Requires ability to work harmoniously and closely with other people _____
Requires ability to work by yourself _____
Requires that you work long periods of time where it is very quiet _____

F. Social and moral qualifications, if specifically stated:

_____

_____

G. Special talents or skills required: _____

_____

H. Special tools or other equipment (such as clothing) required:

_____

_____

3. Preparation required for the job:

A. General educational requirements: _____

_____

B. Specific training required: _____

_____

C. Previous experience required: _____

_____

4. Federal, state or local laws relating specifically to this vocation:

_____

_____

5. General working conditions:

Primarily outdoor work _____
Primarily indoor work _____
Basically a factory set-up _____
Basically an office set-up _____
Special problems, such as unusual exposure to weather, heat, cold, dirt and dust, acids, fumes, noise, oils and greases, vibration, and poor lighting: _____
Stability of employment:
Regular work, no lay-offs _____
Requires that you work in a variety of locations but all within easy driving distance of home _____
Requires much travel out of town _____
Requires periodic changes of residence _____
Lay-offs because of seasonal and other conditions occur more or less periodically _____
Work hazards present _____. If so, what is the nature of these?

_____

_____

6. Earnings:

Pays on salary basis _____

Hourly wage paid _____
Pays on piece work basis _____
Range of pay for this job: Minimum _____ per _____.
Maximum _____ per _____.
Average _____ per _____.

Fringe benefits offered:
Group life insurance _____ Company paid? _____
Medical and hospital insurance _____ Company paid? _____
Sick leave time: _____ days per year. Total that can be accumulated? _____
Company pension plan to supplement social security _____.
Terminal leave pay _____
Bonuses _____
Profit-sharing plan _____
Stock-sharing plan _____
Paid holidays _____
Paid vacation time _____

7. Working time:

Regular hours _____
Extra work often required _____ Extra pay for extra work? _____
If so, at what rate? _____
Primarily night work _____
Primarily day work _____
Weekend work required regularly _____ periodically _____
Number of days work each week _____

8. Beginning jobs that lead into this job: _____

9. Opportunities for advancement:

Titles of jobs into which you might advance: _____

Obstacles in the way of advancement: _____

Training opportunities provided by the employer: _____

10. Organizations or associations related to this career:

Trade organizations _____

Professional organizations _____

Labor unions _____

11. Significance of this vocation to the community: _____

12. Approximate percentage of the working population engaged in this vocation:

Locally? _____ Nationally? _____

13. Need for employees in this vocation is:

Increasing _____ Stable _____ Decreasing _____

14. Reasons why this vocation appeals to you: _____

_____

_____

15. Problems you would expect to encounter in this vocation: _____

_____

_____

COMMUNITY RESOURCES
Activity # 12
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Picture Poster or Montage

GOALS: Students will become aware of occupational requirements and characteristics within community.

GRADE LEVEL: X JH, X HS, X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: Undetermined

MATERIALS REQUIRED

Poster Paper

Magazines

DOT Occup. Outlook Resources

PHYSICAL SETTING

Class

PROCESS:

1. Students or groups will prepare a poster about a job they are interested in or wish to research.
2. Each will develop a list of the qualifications needed for that job: education, training, skills, tools and equipment, physical capabilities, social characteristics, previous experience, etc--all things pertinent to the job that they can identify.
3. Next, they are to represent the qualifications by pictures. Students should share ideas and help each other. Many of their parents may presently work in the occupations represented.
4. Students will display their posters around the room or other appropriate place in the school when completed.

COMMUNITY RESOURCES
Activity # 13
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: School Resource File

GOALS: Identify resource potential within the school.

GRADE LEVEL: __X__ JH
__X__ HS
__X__ PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

MATERIALS REQUIRED

PHYSICAL SETTING

GROUP SIZE: Class

TIME REQUIRED:

PROCESS:

1. Discuss with class the potential resource persons available within the school areas other than education. For example, teachers' hobbies, other jobs teachers and staff have held, or secretaries, cooks, janitors, groundspeople, bus drivers, or nurses. Students also should be included.
2. Make class assignment of compiling an in-school resource file to enable students to make use of available resources if they desire.
   a. Develop form to collect desired information.
   b. Determine method of collecting forms.
   c. Develop file to make the information available to students.
3. Class suggests format of staff reaction form but minimum content should include:
   a. Space to list all jobs school personnel have held.
   b. Space to list all hobbies school personnel have.
   c. A way to indicate which items the person would be willing to share with others (class or individual).
4. Class determines how to distribute and collect forms.
5. Allow class to determine type and location of the resource file, e.g., card file, loose leaf binder, in classroom, library, etc.

COMMUNITY RESOURCES
Activity # 14
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Yellow Pages

GRADE LEVEL: _X_ JH
_X_ HS
_X_ PHS

GOALS: Become aware of the many different occupations in students' own community or area.

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

MATERIALS REQUIRED

Local phone book or newspapers.

PHYSICAL SETTING

Classroom

GROUP SIZE: Class

TIME REQUIRED: 1 period

PROCESS:

1. Brainstorm for a few minutes all the different jobs available in the local community and list on the board.
2. When suggestions slow down, tear out and distribute newspaper want ad pages on pages of the local telephone book yellow pages. Instruct participants to make a list of all the jobs that they feel are represented in the ads they received.
3. Time should be allowed for each student to share his list with the class. This may necessitate each student receiving only one yellow page.

Discuss: Were there many more jobs in the community than they were aware of originally?

How could they use their community resources more fully?

27

COMMUNITY RESOURCES
Activity # 15
Page 1 of 2

DESCRIPTIVE ACTIVITY TITLE: Survey of the Community

GOALS: Students will become aware of jobs they can presently consider within the community.

GRADE LEVEL: ___JH
_X_HS
_X_PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 2-5 periods

MATERIALS REQUIRED

PHYSICAL SETTING

Classroom

PROCESS:

Students perform valuable job services in every community and contribute significantly to the local economy. The following activity will provide potential job information to students.

1. The teacher will need to have a listing of all the businesses and agencies in the local community. These can generally be obtained from the Chamber of Commerce, Department of Employment or even the Yellow Pages.
2. Divide the list by the number of students involved. It might prove helpful to first classify the businesses and agencies by type so a student will be working with similar contacts.
3. The student will contact, either by phone or in person, the businesses and agencies on his or her list to find out the following information:
   a. do they hire student help
   b. type of work
   c. hours
   d. pay
   e. requirements
   f. skills needed
   g. contact person

PROCESS (Continued):

4. Develop a file of the information. It can be periodically updated and made available to all interested students.

The purposes of this activity is not job openings, but to inform students of potential employers.

OE 009 530